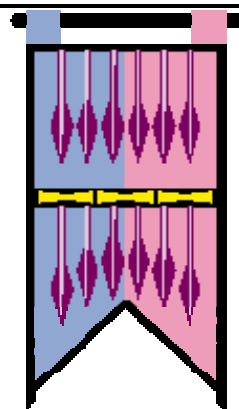


MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

Advisory to the

*Office of Public Instruction
Board of Public Education*

*% Office of Public Instruction
Indian Education Specialist
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August 19, 2005
Holiday Inn Grand Montana
Billings, Montana

Members Present

Nora Bird	Crow Tribe
Norma Bixby	Northern Cheyenne Tribe
Thomas Brown (alt)	Montana Indian Education Association
Emma Core	Urban-Billings
Everall Fox	Office of Public Instruction
Janice Hawley	Fort Belknap Tribes
Sandra Murie	Montana Impact Aid
Leon Rattler	Montana Association of Bilingual Education
Voyd St. Pierre	School Administrators of Montana
Louise Stump	Chippewa-Cree Tribes
Ellen Swaney	Montana University System

Members Absent - Excused

Dr. Robin Bighorn	Fort Peck Tribes
Harold Dusty Bull	Blackfeet Tribe
Cal Gilbert	Board of Public Education
Lloyd Irvine	Confederated Salish and Kootenai Tribes
Carol Juneau	Montana Indian Education Association
Robert Murray	Montana School Boards Association
Corri Smith	MEA-MFT

Guests

Joan Franke	Office of Public Instruction
Rachel Grant	Bureau of Indian Affairs
Mike Jetty	Office of Public Instruction

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Norma Bixby.

MACIE Role in Curriculum Development

Everall Fox talked about the curriculum development regarding social studies for which model lesson plans were developed. This was a week-long process, with a peer review being done on the fourth day. The drafts have been sent out to the original writers for edits. After the lessons are finalized and

approved, they will be posted on the Office of Public Instruction (OPI) Web site. This will probably take approximately two months. Also, good resources that are available will be posted.

Mike Jetty stated the lessons developed need to be teacher friendly so everyone would be able to use them. He talked about some technology that could be used in connection with the lesson plans. Most of the lessons that came out of this process were more at the intermediate level for teacher knowledge. He stated there needs to be a document developed for what each grade level needs to learn; i.e., ten things students need to learn in kindergarten, etc.

Everall stated there needs to be a tie-in between the lesson plans and professional development. This was very much reiterated by members of MACIE as they do not want these model lessons to sit on the shelf like other curriculums that have been developed. Sandra Murie said the students' attitudes and how to deal with them must be included in professional development. Professional development will include all different forms, such as presentations at conferences and delivery directly to the schools, possibly through a regional delivery model.

Ellen Swaney stated there have been some materials developed regarding math and science in conjunction with grants received. She asked if there is some way to peer review these, get them into classes, and get feedback on how they work. She also stated this could be done at the tribal colleges and by curriculum groups.

The lessons are designed for K-12, but once they are on the Web site, they may be accessed and used by anyone. Also, if a person has a curriculum they wish to submit he/she may do so; however, it must conform to the approved model.

Suggestions for review of the lesson plans were:

- If the lesson plan is tribally specific, it should be reviewed by tribal representatives for what they think and any possible resources they could suggest;
- Deans of education should be consulted;
- Who wrote the lesson plans and tribal affiliation/qualifications should be included;
- Where do they get introduced into the current curriculum;
- Align with standards and possibly hit several standards; and
- Needs to be sustainable.

Norma Bixby said the lessons should include standards, performance objectives, and possible activities. Everall stated the information that has to be included in the lessons is standard(s) addressed, essential understanding(s) addressed, grade level, and if it is tribally specific.

Everall stated the current plan for other curriculum areas is that during the school year, approximately eight to ten content area people will be brought together during a three-day weekend to develop model lessons. The next content area that will be addressed will probably be science as the standards for these are currently being rewritten.

Ellen stated the tribal histories are being worked on and she has contacts from three of the tribal colleges.

Ellen stated that not only the curriculum, but also how schools work and teacher education must be impacted by Indian Education for All Montana (IEFA) work. Nora Bird stated the Crow Tribe had a

summer youth project in which the teachers were assessed on their knowledge of the history and culture and found out it was not much.

Nora stated school personnel need to decide how much can realistically be taught at each level but that must be infused in the regular curriculum.

Norma said products for IEFA must be developed during these two years and then it can be taken to the legislature saying we have the product, now we need to have training for effective implementation of the lesson plans. One of the suggestions for training was diversity training. Everall stated that in the fall of 2006 the OPI will be planning presentations to the legislature regarding what is needed to continue to fulfill the mandate of Article X of the Montana Constitution and IEFA.

Ellen said there is an interunit committee of the university system regarding IEFA so a plan can be developed for the next legislature. She said under NCATE there are standards for knowledge on diverse cultures. Norma said the constitutional language does not exempt higher education from compliance with Article X. The Board of Regents (Regents) must be made aware this must be implemented throughout the whole university system, not just the schools of education.

The Board of Education's Indian Education for All Committee was discussed and the fact that for various reasons it has not been meeting regularly. Norma stated the policy makers (the Board of Education, the Board of Public Education [BPE], and the Regents) need to know the committee needs to be meeting to further the work of IEFA.

Two committees were appointed for review of the model lesson plans. They are:

K-12

Voyd St. Pierre (chair)

Nora Bird

Joyce Silverthorne

Higher Education

Ellen Swaney (chair)

Leon Rattler

Louise Stump

Ready-to-Go Grants

These grants are for school districts. Everall Fox stated one of the components of the grants is collaboration with tribal entities, so a letter to tribal councils, tribal colleges, and Native American studies departments will be sent letting them know the schools may be calling on them looking for partners.

There is also a second set of money to groups and individuals and some scholarship money to graduate students.

The application was reviewed and suggestions were made regarding what needs to be added/improved. These suggestions include sustainability, culturally competent language, assessment tools, limiting the length of the project description, and adding the Web site address for Dr. Demmert's research information.

The OPI budget will bring the schools to the best practices conference.

Mike Jetty said readers for the applications will be needed. The people who do this will not need to come to Helena but will be sent a packet of applications to read and score. It was suggested short résumés be provided for people who are proposed to read the applications.

Ellen Swaney suggested MACIE look at the Alaska cultural standards and approve them.

Bureau of Indian Affairs

Rachel Grant discussed what is currently happening with the Bureau of Indian Affairs (BIA). Consultation hearings regarding the reorganization are currently ongoing. One item on the agenda is changing the Indian preference section, which would allow for people under the secretary to be non-Indian. Another is the possible regionalization of the BIA offices, which would place Montana with California, Oregon, Washington, Idaho, and Wyoming. If this happens, it is currently not known where the regional office would be. There will also be more senior level management.

The Johnson-O'Malley and higher education programs will also be reorganized.

A final rule was passed that BIA-administered schools must adhere to and take the state tests for adequate yearly progress (AYP) determination.

Tribes need to let the BIA know how these changes will affect them. Norma Bixby stated the tribal leaders have sent a letter asking the BIA office be kept in Billings, but they have not received any response. She suggested they may need to send another letter in light of the fact the schools need to take the criterion-referenced test and that will make it all the more necessary for the state to have its own office.

Office of Public Instruction

With the new funding for IEFA it was asked what role there was going to be for working on academic achievement for Indian students. Everall Fox stated a new Indian education specialist would be hired to replace him, and this person would be working half-time on achievement and half-time on IEFA. This position is paid out of other general fund monies.

Also Title I and Accreditation will be working on a full support technical assistance program to the schools who have not made AYP. This will be staffed by veteran educators. Sandra Murie stated she is concerned about this because some veteran teachers insist on using only one strategy for teaching in a classroom even though students may be at various levels. She said the educators must also have been successful. In addition, the ones who go to reservation schools need to have diversity training. It was suggested that B.J. Granbery and Margaret Bowles present at the next MACIE meeting on this.

Ellen Swaney said we must be careful not to buy into the theory that testing is the end all of how students are doing but that we must also look at the entire academic history of the students.

Sandra asked what the 63 schools that previously did not make AYP did to make it this year. Mike Jetty stated some of that may be due to the use of the small schools process for all schools. This has not had

final approval from the U.S. Department of Education, so this may change for next year's AYP determinations.

Other

Denise Juneau and Amy Sings in the Timber have been selected by the MIEA to develop the parent handbook that is being funded with a grant from the Montana Justice Foundation. A letter was distributed detailing what information is to be included in the handbook. If MACIE members have any suggestions for what to include, they need to get this information to Denise in the near future.

Information was handed out regarding the bill on the American Saving for Personal Investment, Retirement, and Education Act. It was suggested MACIE might wish to support this although no action was taken at this meeting.

Leon Rattler is putting together a conference regarding best practice teaching methods for revitalization of languages. He said presenters would be needed who are talented in teaching skills or methods. Louise Stump suggested getting a report from each reservation about the status of their language(s). Leon said the language needs to be in place in order to maintain Nation status.

Salish-Kootenai College will be collaborating with schools and tribes for scholarships to students. Currently this is in place at the University of Montana, MSU-Northern, and MSU-Bozeman. This will be focused on students getting from two year to four year degrees and going back to communities.

The Regents will be taking recommendations at the September 21-23 meeting in Billings regarding the writing proficiency test and then will act upon it at the November meeting. It is not known why the one process for teaching writing skills was chosen over others as there is no research showing it to be effective with Native students. As there is another model that is effective, that needs to be presented to the Regents. Regarding the teaching of the current model, information needs to be received regarding the number of teachers from Browning and Heart Butte who participated in the training, the total number of teachers at the schools, along with whether the schools are actually using the model or not. Leon stated that students need to take course 303 to take other education classes, but in order to take 303 they need to pass the writing test. He has students who have missed their cohort because of this and will be graduating later than they should have. There needs to be money put toward training those who will be initially affected if this admission test goes into place.

On August 24, 2005, the MIEA will be having a telephone conference regarding quality education and budget recommendations with Ivan Small. To participate call 1-888-365-4406 and enter the passcode 3385689 when instructed. Sandra Murie said at-risk students must be taken into account when talking about quality education. The Quality Coalition is asking for eight additional professional development days, extended days, and an extended year. There were a few legislators sitting in at the Missoula meeting.

Sandra made a motion that a request be made to OPI and the BPE for continued support for adequate funding for IEFA and achievement of Indian students during the special session. Janice Hawley seconded this motion. The motion passed on voice vote.

Ellen Swaney stated two grants have been received by units of the university system. The teacher training grant at MSU-Billings was refunded and there is another teacher training grant at MSU-Northern in conjunction with Fort Belknap College.

Mike Jetty stated the highway patrol is going to be doing diversity training for all its officers.

Approved: _____/s/Louise Stump_____
Louise Stump, Secretary

Date: November 3, 2005